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ABSTRACT

This summary report is intended to provide answers to questions that local school personnel may have about the procedures used in the 1976-77 South Carolina Statewide Testing Program and the resulting data. The Comprehensive Tests of Basic Skills, Form S (CTBS/S)--which measure reading, language, mathematics, science, social studies, and reference skills--were administered to 126,902 South Carolina students in grades 3, 6, and 11. The results for each subject area are presented for all students and for Title I students. These results are briefly compared to previous years of testing and to national norms on the same tests. (Author/GDC)

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South Carolina Statewide Testing Program 1976-77

Summary Report

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South Carolina Department of Education
Cyril B. Busbee, State Superintendent

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SOUTH CAROLINA STATEWIDE TESTING PROGRAM 1976-77

SUMMARY REPORT

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THE OFFICE OF RESEARCH REPORT SERIES

SOUTH CAROLINA STATEWIDE TESTING PROGRAM 1976-77

SUMMARY REPORT

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PREFACE

This summary report is intended to provide answers to questions that local school personnel may have about the 1976-77 South Carolina Statewide Testing Program. These questions primarily center on the operation and results of the testing program.

In Appendix A, tables of the State's 1976-77 results are presented for All Students and Title I Students in Grades 3, 6, and 11. More detailed answers to the questions are provided in the South Carolina Statewide Testing Program 1976-77 General Report.

WHAT IS THE STATEWIDE TESTING PROGRAM?

The South Carolina Statewide Testing Program is designed to assess the achievement of students in South Carolina's public schools. The State Department of Education through the Educational Assessment Section, Office of Research, is responsible for coordinating the Statewide Testing Program at the State level; while the District Test Coordinator is responsible for coordinating the Statewide Testing Program at the local level. The actual administration of the test to the students is conducted by classroom teachers.

The groundwork for the Statewide Testing Program was laid in accordance with the federal regulations for Title III of the Elementary and Secondary Education Act during the Year 1970-71. The regulation stated:

The State Plan shall set forth a program for testing students in the elementary and secondary schools of the State...which describes the means of testing, including the types of tests and grade levels of students.

The South Carolina State Plan provided for the testing of student achievement at grade levels designated by the State Department of Education. All public and certain nonpublic schools were included in the plan and could participate on a voluntary basis. The Comprehensive Tests of Basic Skills, Form S (CTBS/S), was adopted by the Department as the achievement test to be administered in the 1973-74 Statewide Testing Program, and its use has been continued through the 1976-77 Statewide Testing Program.

WHAT ARE THE PURPOSES OF THE STATEWIDE TESTING PROGRAM?

The primary purpose of the Statewide Testing Program is to provide a means of monitoring student achievement in the South Carolina public schools. Within the State Department of Education, the testing program results are used in the evaluation of several objectives which are included in South Carolina's Five-Year Plan for Continuous Upgrading of Education. Equally important, the test results provide educators with information which facilitates the decision-making process at the State, district, and school levels. Concurrently, the Statewide Testing Program provides a considerable service to districts in that the program funds alleviate a portion of the financial burden of the district testing programs. Furthermore, the Statewide Testing Program constitutes a sizable component of the testing programs of many districts and, in many cases, supplements testing for the evaluation of Title I programs.

WHAT WERE THE OBJECTIVES OF THE 1976-77 STATEWIDE TESTING PROGRAM?

The objectives of the Statewide Testing Program were originally established in 1970-71 as part of the 4th grade testing program. These objectives, however, have been modified over the past six years to reflect the yearly changes in the testing program. The basic objectives for the 1976-77 testing program are as follows:

1. to provide a valid measure of student achievement in the basic skill areas of Reading, Language, Mathematics, Science, and Social Studies in Grade 3;
2. to provide a valid measure of student achievement in the basic skill areas of Reading, Language, Mathematics, Reference Skills, Science, and Social Studies in Grades 6 and 11;
3. to compare the achievement of 3rd, 6th, and 11th grade students in South Carolina with the achievement of 3rd, 6th, and 11th grade students in the nation using the national normative data provided by the test publisher;
4. to determine the achievement levels of students in Grades 3, 6, and 11 in order to assist in the development of instructional objectives and to evaluate the degree of effectiveness of these objectives;
5. to fulfill the requirements of the Basic Skills Major Objective as specified by South Carolina's Five-Year Plan for Continuous Upgrading of Education;
6. to provide a measure of educational quality in South Carolina public schools in the fulfillment of the Evaluation Major Objective of South Carolina's Five-Year Plan for Continuous Upgrading of Education; and
7. to encourage effective utilization of test data in guidance and instructional programs in Grades 3, 6, and 11.

WHO PARTICIPATED IN THE 1976-77 STATEWIDE TESTING PROGRAM?

The State Department of Education designated the grade levels to be included in the 1976-77 Statewide Testing Program. In the 1976-77 Statewide Testing Program, the decision was made to test students in Grades 3, 6, and 11. District participation in the Statewide Testing Program was on a voluntary basis. Therefore, all 3rd, 6th, and 11th grade students who were enrolled in participating public school districts were eligible to be tested as part of the 1976-77 Statewide Testing Program. Eighty-nine of the 92 South Carolina school districts participated in the Statewide Testing Program at all three grade levels.

Students enrolled in programs for the handicapped, including those in self-contained, resource, or itinerant models, were excluded from the Statewide Testing Program. However, students in speech handicapped programs could participate if these students were not also enrolled in another program for the handicapped.

A total of 126,902 South Carolina 3rd, 6th, and 11th graders were tested as part of the 1976-77 Statewide Testing Program. At the 3rd grade level, a total of 41,660 students were tested. At the 6th grade level, a total of 47,971 students were tested. At the 11th grade level, a total of 37,271 students were tested.

WHAT TEST WAS USED IN THE 1976-77 STATEWIDE TESTING PROGRAM?

The Comprehensive Tests of Basic Skills, Form S (CTBS/S), published by CTB/McGraw-Hill, was used in the 1976-77 Statewide Testing Program. The CTBS/S was administered to measure student achievement in the basic skill areas of Reading, Mathematics, Language, Reference Skills, Science, and Social Studies. Levels C and I of the CTBS/S were administered in Grade 3 on a school basis; Levels I and II of the CTBS/S were administered in Grade 6 on a school basis; and Level IV of the CTBS/S was administered universally in Grade 11. The administration of two different levels of the test in Grades 3 and 6 on a school basis was a consequence of the implementation of functional-level testing in these grades.

IN THE 1976-77 STATEWIDE TESTING PROGRAM, HOW WAS FUNCTIONAL-LEVEL TESTING DEFINED; AND WHY WAS THIS TESTING APPROACH IMPLEMENTED?

For purposes of the 1976-77 Statewide Testing Program, functional-level testing was defined as administering on a school basis a lower level of the CTBS/S than the level normally recommended by the publisher. The decision to implement functional-level testing in Grades 3 and 6 was made as a result of reviewing the Fall 1975 CTBS/S data for Grades 4 and 7. In the Fall 1975 testing program, Levels I and II of the CTBS/S were administered universally in Grades 4 and 7, respectively. Level I is the level of the test normally recommended by the publisher for use in Grade 4, and Level II is a lower level of the test than the level normally recommended by the publisher for use in Grade 7.

However, the Fall 1975 test results indicated that large percentages of 4th and 7th graders were scoring at or below a chance level. A probable reason for this phenomenon was that the levels utilized were too difficult for a large number of South Carolina 4th and 7th grade students and, hence, were providing very little information on achievement for some students. This observation suggested that in order for meaningful measurement to be obtained on 3rd and 6th graders, the use of test levels more compatible with the abilities of the students was necessary.

HOW WERE SCHOOLS IDENTIFIED TO USE A PARTICULAR TEST LEVEL UNDER THE FUNCTIONAL-LEVEL TESTING APPROACH?

Based upon the Fall 1975 4th grade test results, each 3rd grade school participating in the 1976-77 Statewide Testing Program was recommended to administer either Level C or Level I. Based upon the Fall 1975 7th grade test results, each 6th grade school participating in the 1976-77 Statewide Testing Program was recommended to administer either Level I or Level II. The criteria for recommending test levels for 3rd and 6th grade schools follow:

1. In Grade 3, a school whose 1975 4th grade mean grade equivalent for the Battery Total was 3.1 or less should administer Level C of the CTBS/S to its 3rd grade students. Therefore, a school whose 1975 4th grade mean grade equivalent for the Battery Total was greater than 3.1 should administer Level I of the CTBS/S to its 3rd grade students.

2. In Grade 6, a school whose 1975 7th grade mean grade equivalent for the Battery Total was 5.1 or less should administer Level I of the CTBS/S to its 6th grade students. Therefore, a school whose 1975 7th grade mean grade equivalent for the Battery Total was greater than 5.1 should administer Level II of the CTBS/S to its 6th grade students.

According to these criteria, the Office of Research made a recommendation to each district with respect to the level of the CTBS/S that should be administered in each school at each grade level.

HOW DID THE 1976-77 STATEWIDE TESTING PROGRAM DIFFER FROM THE 1975-76 STATEWIDE TESTING PROGRAM?

The 1976-77 Statewide Testing Program differed from the 1975-76 Statewide Testing Program in several ways. First, a survey of district superintendents indicated that the majority of the districts in the State preferred spring testing to fall testing. Therefore, the actual time of test administration was moved from fall to spring. Since the Comprehensive Tests of Basic Skills, Form S (CTBS/S), was standardized in the spring, spring testing enabled a more accurate comparison of the achievement of South Carolina's students to the achievement of the nation's students. Second, this year's testing included students in Grades 3, 6, and 11 rather than students in Grades 4, 7, and 11 as in the past. The 1976-77 Statewide Testing Program included testing all public school students in Grades 3, 6, and 11. Although all students in the lower two grades had always been tested, the Year 1976-77 was the first

year that all of the State's 11th grade students rather than a sample or subset of the State's 11th grade students were tested. A third change in the 1976-77 Statewide Testing Program was the implementation of the functional-level testing approach. In previous years, only one level of the test was administered in each grade. In the 1976-77 program, however, two different levels were administered in the 3rd and 6th grades in order to more appropriately match the achievement levels of the students with the levels of the tests.

SHOULD THE RESULTS OF THE 1976-77 STATEWIDE TESTING PROGRAM
BE COMPARED WITH THE RESULTS OF PREVIOUS YEARS?

The Statewide Testing Program results for Years 1970-71, 1971-72, and 1972-73 can be compared; and the Statewide Testing Program results for the Years 1973-74, 1974-75, and 1975-76 can be compared. However, the Statewide Testing Program results from previous years are not compatible with those for 1976-77 for two reasons: (1) the change from fall testing to spring testing in 1977 for all grades tested and (2) the use of functional-level testing in Grades 3 and 6. Therefore, the results of the 1976-77 Statewide Testing Program should not be compared with the results of the previous years' Statewide Testing Programs. The Year 1976-77 is considered the new baseline year for the Statewide Testing Program.

WHAT KINDS OF QUESTIONS CAN THE RESULTS OF THE
STATEWIDE TESTING PROGRAM ASSIST IN ANSWERING?

The CTBS/S results can be used to assist educational decision makers in answering questions such as the following:

1. How does the achievement of an individual student in a given grade compare with the achievement of other students at the same grade level in his class, in the school, in the district, in the state, or in the nation?;
2. How does the achievement of a class compare with the achievement of other classes in the school, with the achievement of the school as a whole, with the achievement of the district as a whole, with the achievement of the state as a whole, or with the achievement of the nation as a whole?;
3. How does the achievement of a school in a given grade compare with the achievement of other schools within the district as a whole, achievement of the state as a whole, or achievement of the nation as a whole?;
4. How does the achievement of the district in a given grade compare with the achievement of the state as a whole or the achievement of the nation as a whole?; and
5. Of the content and skill areas included on the CTBS/S, in which content or skill area is achievement weakest (strongest) relative to some reference or comparison group?.

HOW WERE THE RESULTS OF THE 1976-77 STATEWIDE TESTING PROGRAM REPORTED?

The results of the 1976-77 Statewide Testing Program were provided for individual students, classes, schools, districts, and the State in the form of CTBS/S score reports. The following chart presents an overview of the score reports provided and the various types of test scores that were included on these CTBS/S score reports.

Score Report	Scores ^a							
	RS	SS	NP	LP	NQ	NS	GE	NCE
Individual Test Record	X	X	X			X		
Class Record Sheet		X	X			X	X	
School and District Frequency Distribution		X		X	X			
Evaluator's Summary		X	X		X		X	X

^aRS = Raw Score
 SS = Scale Score
 NP = National Percentile
 LP = Local Percentile

NQ = National Quarters
 NS = National Stanine
 GE = Grade Equivalent
 NCE = Normal Curve Equivalent

Additionally, a Right Response Summary was provided at the school, district, and State levels for each test level administered. The Right Response Summary provides for each item on a given test level the percentage of students omitting the item, the percentage of students answering the item correctly, and the percentage of students answering the item incorrectly. Parallel average percentages are also provided for each group of items. The test scores on the CTBS/S score

reports are explained in both the South Carolina Statewide Testing Program 1976-77 General Report and the CTBS/S Examiner's Manual (all levels).

HOW DID USING TWO DIFFERENT LEVELS OF THE CTBS/S IN A GIVEN GRADE AFFECT THE REPORTING OF THE 1976-77 TEST RESULTS?

The school results for the two different test levels used in a given grade were combined to obtain district summary results for both levels. Therefore, in Grade 3, the results for Level C and Level I schools were combined; and, in Grade 6, the results for Level I and Level II schools were combined. In order to combine the results from two different test levels, the two test levels had to be similar in terms of what the tests measured. At the 6th grade level, the Level I subtests and tests were measuring the same skills as the Level II subtests and tests, only at a less difficult level. Thus, the combined district summary results for Levels I and II are complete for all subtests and tests. However, at the 3rd grade level, the Reading Comprehension Subtests and the Mathematics Concepts and Applications Subtests were not measuring similar skills for Levels C and I. Additionally, Level I contains a Reference Skills Test and Level C does not. Therefore, combined Level C and Level I district results for these two subtests and one test are not available in Grade 3.

FOR WHICH SKILL AREAS WERE TEST SCORES REPORTED?

Test and subtest scores were reported for the following areas on each of the CTBS/S score reports provided for the various test levels:

1. Reading Vocabulary Subtest (All Levels);
2. Reading Comprehension Subtest (Levels I, II, and IV only);
3. Reading Comprehension: Sentences Subtest (Level C only);
4. Reading Comprehension: Passages Subtest (Level C only);
5. Reading Total (All Levels);
6. Spelling Subtest (All Levels);
7. Language Mechanics Subtest (All Levels);
8. Language Expression Subtest (All Levels);
9. Language Total (All Levels);
10. Mathematics Computation Subtest (All Levels);
11. Mathematics Concepts Subtest (All Levels);
12. Mathematics Applications Subtest (All Levels);
13. Mathematics Total (All Levels);
14. Battery Total (All Levels);
15. Reference Skills (Levels I, II, and IV only);
16. Science (All Levels); and
17. Social Studies (All Levels).

Thus, test and subtest scores were provided for 15 different areas on the score reports for each of Levels C, I, II, and IV. Note that the 15 areas on the Level C score reports were slightly different from the 15 areas on the Level I, II, and IV score reports.

HOW DID THE ACHIEVEMENT OF SOUTH CAROLINA'S STUDENTS COMPARE WITH THE ACHIEVEMENT OF THE NATION'S STUDENTS?

For each of the three grade levels tested in the South Carolina Statewide Testing Program, comparisons between the achievement of the students in South Carolina and the achievement of the students in the nation can be made. In this section, South Carolina's test scores for the major skill areas at each grade level are compared to national test scores using median national percentiles.

Student Achievement in Grade 3

A comparison of the median achievement of South Carolina's 3rd graders relative to the achievement of the nation's 3rd graders is presented graphically in Figure 1. The results are reported using national percentiles. For example, the national percentile of 41.0 for Reading indicates that the middle score (median) for South Carolina's 3rd grade students was similar to the 41st national percentile score. The achievement of the nation's students is represented by the broken line corresponding to the 50th national percentile, and the achievement of South Carolina's students is represented by the vertical bars.

In Figure 1, all of the vertical bars are below the broken line for each of the five skill areas and the Battery Total. Thus, the graph indicates that the median achievement level of South Carolina's 3rd graders was below the achievement level of the nation's 3rd graders in each area. If the median performance of South Carolina had been above the national median performance in any area, the vertical bar for that area would have risen above the broken line at the 50th national

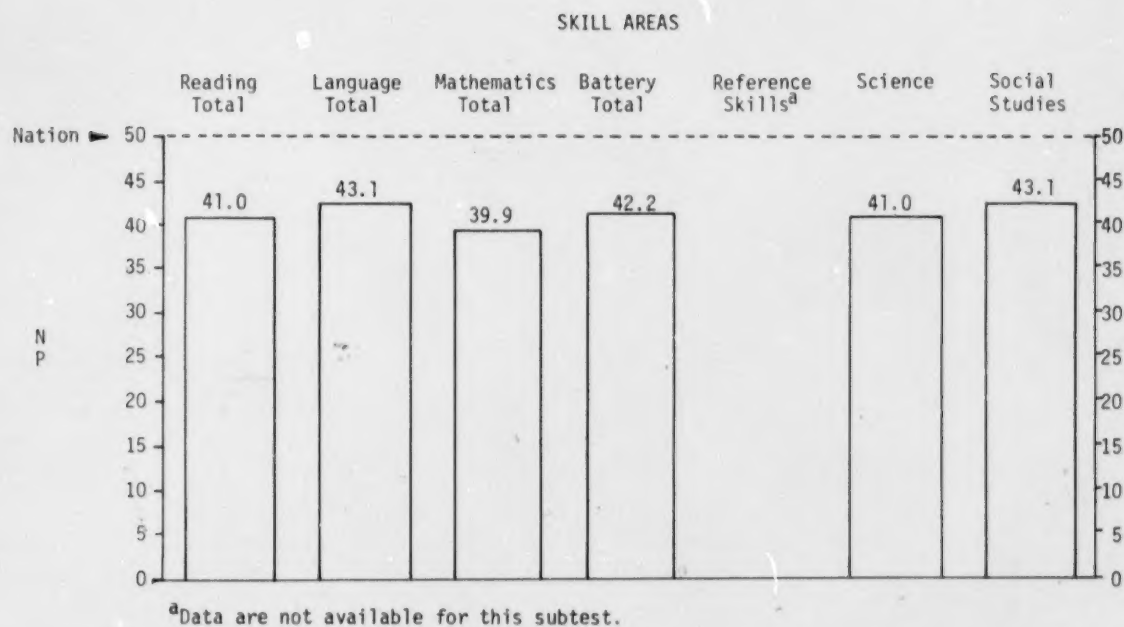


Figure 1

Bar Graph of South Carolina Median National Percentiles (NP's)
for the CTBS/S Skill Areas and Battery Total

Grade 3

percentile. The two tallest bars and the two highest numerical values occurred for Language Total (43.1) and Social Studies (43.1). These two areas were the skill areas of highest achievement for South Carolina's 3rd graders. In a similar manner, Mathematics (39.9) was the area of lowest achievement for South Carolina's 3rd graders.

Student Achievement in Grade 6

A comparison of the median achievement of South Carolina's 6th graders relative to the achievement of the nation's 6th graders is presented graphically in Figure 2. The description of Figure 1 applies to Figure 2.

As indicated in Figure 2, the median achievement level of South Carolina's 6th grade students was below the national median achievement level of 50.0 in each of the six skill areas and Battery Total. Reference Skills with a median national percentile of 48.7 was the skill area of highest achievement for South Carolina's 6th grade students. The achievement of South Carolina's 6th grade students in Reference Skills (48.7) most closely approximated the achievement in Reference Skills of the national group (50.0). As in Grade 3, Mathematics Total with a median national percentile of 36.9 was the skill area in which South Carolina's 6th grade students demonstrated the lowest achievement.

Student Achievement in Grade 11

A comparison of the median achievement of South Carolina's 11th graders relative to the achievement of the nation's 11th graders is presented graphically in Figure 3. The description of Figure 1 also applies

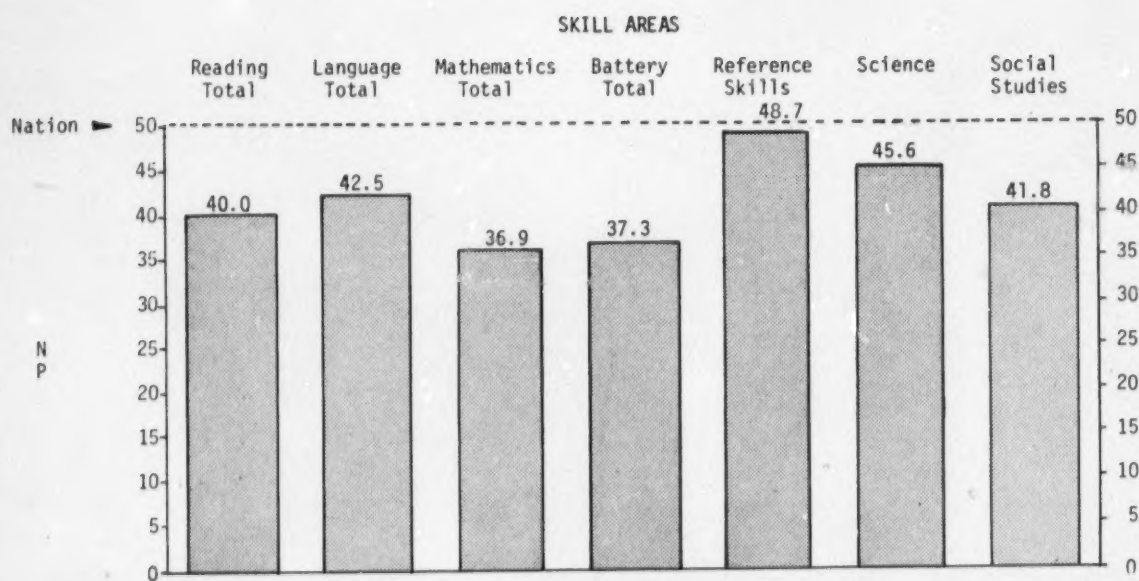


Figure 2

Bar Graph of South Carolina Median National Percentiles (NP's)
for the CTBS/S Skill Areas and Battery Total

Grade 6

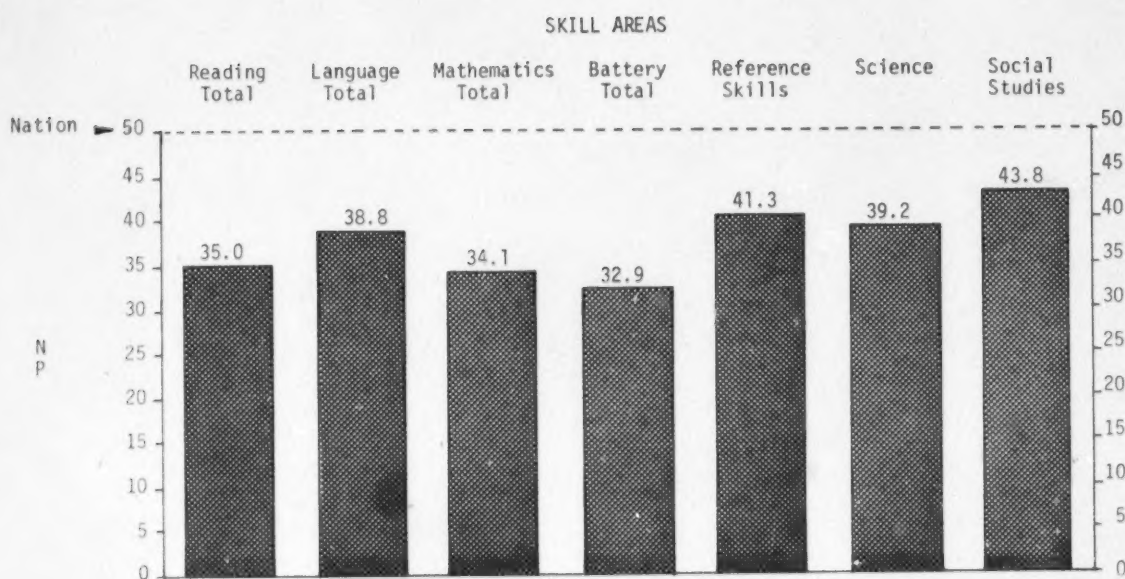


Figure 3

Bar Graph of South Carolina Median National Percentiles (NP's)
for the CTBS/S Skill Areas and Battery Total

Grade 11

to Figure 3.

As indicated in Figure 3, the median score for South Carolina's 11th grade students was below the median national percentile of 50.0 in all of the skill areas. Relative to the nation, achievement for South Carolina's 11th graders was strongest in the skill areas of Social Studies and Reference Skills with median national percentiles of 43.8 and 41.3, respectively. Mathematics Total and Reading Total with median national percentiles of 34.1 and 35.0, respectively, were the weakest areas of achievement.

One peculiar but explainable event occurred in the 11th grade results. The State's median national percentile for Battery Total of 32.9 is lower than any of its three components, Reading Total (35.0), Language Total (38.8), and Mathematics Total (34.1). The Battery Total score is not an average of the scores of its component subtests. Rather, the items for the three areas of Reading, Language, and Mathematics are pooled together to form a new test, the Battery Total. This composite test, Battery Total, is then treated as if it were a new and different test in computing scores. Therefore, the possibility exists that the Battery Total score can be slightly higher or lower than any one of the Reading Total, Language Total, or Mathematics Total scores.

OVERALL, HOW DOES THE ACHIEVEMENT OF SOUTH CAROLINA'S STUDENTS COMPARE ACROSS GRADES?

The comparison of the overall achievement of students across Grades 3, 6, and 11 can be accomplished by a comparison of the Battery Total

frequency polygons for each of the three grade levels. These polygons are presented in Figure 4. Frequency polygons are graphical representations of frequency distributions. The scale scores along the horizontal axis represent the midpoints of scale score intervals. The percentages of scores falling into each scale score interval are given along the vertical axis. The solid line distribution represents the results for Grade 3, the spiral line distribution represents the results for Grade 6, and the dash line distribution represents the results for Grade 11.

The difference in performance across the three grade levels is most clearly illustrated by observing the shapes of the distributions in Figure 4. Although the three distributions are generally bell-shaped, the Grade 3 distribution is less spread out than the Grade 6 distribution; and the Grade 6 distribution is less spread out than the Grade 11 distribution. The increase of score distribution spread from Grade 3 to Grade 11 is indicative of the fact that the difference between low and high achievers becomes more distinct as a child progresses along the educational continuum. Thus, as students progress to higher grade levels, the extremes of the distribution elongate. As a result, the distribution spreads out or flattens out, illustrating a greater difference between the high and low achievers.

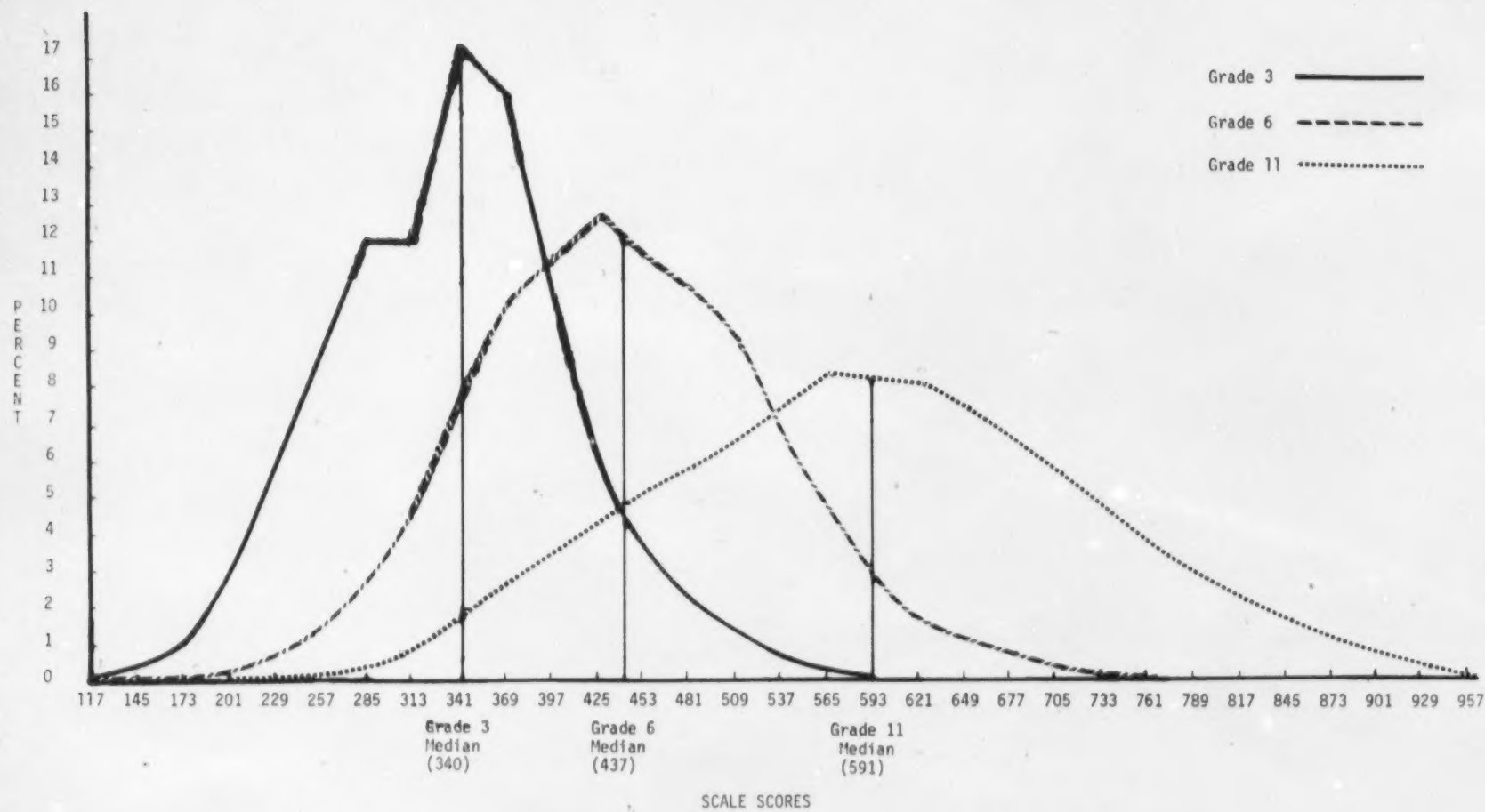


Figure 4

Percent Distribution of Battery Total Scale Scores for Grades 3, 6, and 11

APPENDIX A

Summary of the Results of the
1976-77 South Carolina Statewide Testing Program

Median Grade Equivalents, Mean Scale Scores, and Median National Percentiles for South Carolina Students
Grades 3, 6, and 11
Spring, 1977

Grade	Student Group	Statistic ^b	National Norm	South Carolina						
				Reading Total	Language Total	Mathematics Total	Battery Total	Reference Skills	Science	Social Studies
3	All Students (<u>n</u> =41,660) ^a	Median GE	3.7	3.4	3.4	3.4	3.4	NA ^d	3.3	3.4
		Mean SS		363.8	397.2	348.7	336.4	NA ^d	381.9	384.0
		Median NP	50.0	41.0	43.1	39.9	42.2	NA ^d	41.0	43.1
	Title I Students (<u>n</u> =10,292) ^a	Median GE	NA ^c	2.2	2.5	2.8	2.5	NA ^d	2.3	2.4
		Mean SS	NA ^c	307.0	339.4	313.6	278.3	NA ^d	323.4	333.7
		Median NP	NA ^c	15.0	18.0	19.0	15.0	NA ^d	17.0	20.0
6	All Students (<u>n</u> =47,971) ^a	Median GE	6.7	5.8	5.8	5.7	5.7	6.6	6.3	5.7
		Mean SS		461.6	471.6	436.0	440.1	497.6	479.2	473.5
		Median NP	50.0	40.0	42.5	36.9	37.3	48.7	45.6	41.8
	Title I Students (<u>n</u> =10,925) ^a	Median GE	NA ^c	3.8	3.8	4.3	4.0	4.1	4.0	4.1
		Mean SS	NA ^c	388.9	411.8	387.4	370.1	422.3	414.2	410.8
		Median NP	NA ^c	14.0	19.0	16.0	14.0	21.0	19.0	19.0
11	All Students (<u>n</u> =37,271) ^a	Median GE	11.7	10.5	10.6	9.9	10.3	10.8	10.4	11.1
		Mean SS		601.2	583.4	562.5	591.7	627.7	583.0	594.7
		Median NP	50.0	35.0	38.8	34.1	32.9	41.3	39.2	43.8

^an=Total number of students completing any part of the test battery.

^bGE=Grade Equivalent
SS=Scale Score
NP=National Percentile

^cCTBS/S national norms are not available for Title I students.

^dThere is no Reference Skills Test on Level C of the CTBS/S.

Percentages of South Carolina Students in Each Quarter of the National Distribution
Grades 3, 6, and 11
Spring, 1977

Grade	Student Group	National Percentile Ranges ^b	South Carolina						
			Reading Total	Language Total	Mathematics Total	Battery Total	Reference Skills	Science	Social Studies
3	All Students (<u>n</u> =41,660) ^a	76-99	17.6	19.9	12.0	15.6	NA ^c	21.6	21.4
		51-75	23.3	23.5	24.6	24.0	NA ^c	21.8	22.8
		26-50	22.8	24.1	31.1	26.5	NA ^c	22.5	23.7
		1-25	36.3	32.6	32.3	33.9	NA ^c	34.0	32.1
	Title I Students (<u>n</u> =10,292) ^a	76-99	1.2	2.3	.6	.8	NA ^c	3.3	3.6
		51-75	6.6	8.4	8.5	6.5	NA ^c	9.8	11.5
		26-50	20.0	23.1	28.8	21.7	NA ^c	22.8	25.4
		1-25	72.3	66.2	62.1	71.0	NA ^c	64.1	59.5
6	All Students (<u>n</u> =47,971) ^a	76-99	16.9	19.4	11.4	16.0	21.5	20.4	19.2
		51-75	21.1	22.4	21.0	20.7	24.0	25.5	21.7
		26-50	27.4	27.1	32.9	27.0	26.5	24.0	29.3
		1-25	34.6	31.1	34.7	36.3	28.1	30.1	29.8
	Title I Students (<u>n</u> =10,925) ^a	76-99	1.8	2.8	.8	1.4	4.0	3.0	2.4
		51-75	5.4	8.5	5.4	4.7	11.6	10.9	7.6
		26-50	21.7	26.3	26.2	20.1	29.6	26.0	29.8
		1-25	71.1	62.4	67.5	73.8	54.9	60.1	60.2
11	All Students (<u>n</u> =37,271) ^a	76-99	16.9	19.2	15.3	15.7	17.4	16.6	17.5
		51-75	19.9	21.3	17.3	17.4	24.0	23.7	24.4
		26-50	22.4	21.7	26.2	25.0	26.4	21.6	26.0
		1-25	40.8	37.8	41.2	41.9	32.3	38.0	32.2

^an=Total number of students completing any part of the test battery.

^bThere are 25 percent in each quarter of the national distribution for All Students.

^cThere is no Reference Skills Test on Level C of the CTBS/S.